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MOUNT SAINT AGNES COLLEGE

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MOUNT WASHINGTON, MARYLAND

1915-16

Mount Saint Agnes College
and
High School

Mount Washington, Md.

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Mount Saint Agnes College is conducted by the Sisters of Mercy.

The corporate title of the College is Mount Saint Agnes College for Women, Mount Washington, Md.

GENERAL BEQUEST

I give and bequeath to Mount Saint Agnes College the sum of_____dollars for the use and benefit of the said College.

ASSOCIATION OF THE FOUNDERS OF MOUNT SAINT AGNES COLLEGE

Each person who contributes $100 to assist in founding a Scholarship, a Library or a Chair, or to assist in building a Hall or in equipping and furnishing any of the Halls or Buildings after completion, will be considered a Founder of Mount Saint Agnes College, and as such will be enrolled as a Life Member in the Association and will become a sharer in all its spiritual advantages.

The names of dead friends or relatives may be entered on the List of Members in order that they too may become perpetual sharers in all the spiritual benefits of the Association.

THE WISH OF THE SISTERS FOR THEIR GIRLS

WE WANT our girls to become strong in body with wise heads and holy hearts; tight as the truth in matters of faith, religion and morality; broad as the sea in matters of lesser concern; angels of pity, responsive to sorrow; centers of charity, without offense to God or man; with a child's love for their Church, loyal to country, and masterful in the affairs at home; remembering that a country's homes are a country's honor, and that virtue is more in need to the Republic than prosperity. We want them to live always conscious of life's purpose, the praise, worship and service of God, to make God's greater glory the measure of their emotions, to religiously employ whatever charms they enjoy of face or form or disposition to attract souls to the service of the Giver; to work cheerfully; to face facts and not to play with them; to look up fearlessly to God and sympathetically out, not down, upon mankind, in all things and at all times to feel within them the joy of heroically toiling toward rest with God and a happy immortality.

CALENDAR

1915

Entrance Examinations, Monday, September Thirteenth.

Registration of Students, Tuesday, September Fourteenth.

College Exercises begin at 9 o'clock, Wednesday, September Fifteenth

Mass of the Holy Ghost, Friday, September Twenty-fourth.

Thanksgiving Day, Thursday, November Twenty-fifth.

Christmas Vacation begins at 9 A. M., Wednesday, December Twenty-second

1916

Christmas Vacation closes at 6 P. M., Tuesday, January Fourth

Mid-Year Examinations, January Seventeenth.

Spiritual Retreat, January Twenty-sixth.

Second Semester, begins February First.

Easter Vacation begins 9 A. M., Wednesday, April Nineteenth.

Easter Vacation closes 6 P. M., Tuesday, April Twenty-fifth.

Baccalaureate Sermon, Sunday, June Eleventh.

Commencement Exercises, June Twelfth, Thirteenth.

COURSES

Scripture and Church History

Reverend Peter Tarro, D.D.

Philosophy

A Professor from a prominent Catholic College

English (*Special course in Journalism during 1915-1916*)

Francis Joseph Hemelt, A.B., Ph.D., (Johns Hopkins)
Instructor in English Language and Literature in Catholic University

History (*Special course in Political Economy during 1915-1916*)

Frank O'Hara, A.B., Ph.D., (University of Berlin)
Instructor in Political Economy in Catholic University

Languages

Cyril Keller, A.M. (Loyola College)
Instructor in German in Loyola College

Spanish

F. Courtney Tarr, A.B. (Johns Hopkins)
Instructor in Spanish at evening classes at Baltimore City College

Science

Gerald Charles Connolly, A.B., Ph.D. (1916) (Johns Hopkins)

Folk, National, Aesthetic Dancing

Miss Clara Dobbin
Chalif's Normal School, New York

Greek, Latin, French, German, Education, Mathematics, English, Physics, Chemistry, Music, Art, Domestic Science, Library Science

Sisters of Mercy

LOCATION

The College is situated in one of the most beautiful and healthful suburbs of Baltimore, and is admirably adapted to the purposes of an educational institution. The buildings stand on an eminence commanding a charming view of the picturesque surroundings for which Mount Washington is noted. The grounds are extensive. Three terraces lead up from the front entrance to the buildings, while winding paths and shady trees give evidence of opportunity for healthful exercise and recreation.

The proximity of Mount Saint Agnes to Washington secures to the students the advantages derived from visits to the Congressional Library, the National Museum, the Smithsonian Institute and other places of educational and historical interest.

FOUNDATION

Mount Saint Agnes Academy was founded in 1867 by the Sisters of Mercy. In 1890, the Institution was chartered and empowered by the State Legislature to confer degrees equal to those given by the other Colleges of the State.

IDEALS

Education, as the teaching corps and executive officers of Mount Saint Agnes College understand it, is the cultivation, development and perfection of the physical, intellectual and moral faculties. Hence, however important and necessary as factors in any right educational system, instruction and the acquisition of knowledge can never take the place of education. Such subjects are prescribed in the different *parallel* courses as will insure gradual and natural development of the student's powers. To obviate the dangers of electivism, the following rules must be observed: (1) All elections must be made in conference with the Directress; (2) a group must be followed as it is prescribed; (3) no changes allowed once the election has been made; (4) in the High School the student who is preparing for College *must* take the Classical Course.

Contrary to the idea of some modern educators who maintain that instruction is moral improvement, Mount Saint Agnes College recognizes that a solid moral training is impossible without religion. Therefore, it aims to impart to its students, not only a knowledge of the arts and sciences and a cultivation of those accomplishments which make women the ornament of society, but to develop lofty aspirations which spring from the study and practice of those truths which religion teaches and to impress on their minds the necessary and all-important lesson that culture and devoted fidelity to woman's sublime duties are not incompatible.

ORGANIZATIONS

1. The Alumnæ Association.

2. The Apostleship of Prayer and League of the Sacred Heart.

3. The Eucharistic League for increasing devotion to our Lord in the Blessed Sacrament.

4. The Sodality of the Immaculate Conception of the Blessed Virgin Mary in the College and High School.

5. The Sodality of the Holy Angels in the Grammar Grades.

6. The Sodality of the Infant Jesus in the Primary Grades.

7. The Polyhymnia Society.

REQUIREMENTS FOR ADMISSION

Students are admitted to the Freshman class upon the successful completion of a classical High School Course. The candidate must offer fifteen units of High School Work. The minimum time in which one unit of work may be done is five weekly recitations of forty-five minutes each for thirty-five weeks.

Major requirements: All candidates must present English, three points; Latin, four points; Mathematics, two points; History, one point; Greek, French or German, three points. Two points from the following:

Minor Requirements: A science, one point; music, one point; (Language not offered for Major Requirement); (History not offered for Major Requirement).

SPECIFICATION OF REQUIREMENTS

English.—The candidate will be required to present evidence of a general knowledge of the subject matter of assigned works and their authors, and to answer questions involving the essentials of English grammar and the leading facts in those periods of history in which the prescribed works belong. The form of the examination will be the writing of several paragraphs on each of several topics, to be chosen by the candidate, from a considerable assigned number.

In every case, knowledge of the assigned work will be regarded as of less importance than the ability to write good English. No candidate will be accepted whose work in English is notably defective in spelling, punctuation, idiom or divisions in paragraph. The works prescribed for Reading, Study and Practice by the College Entrance Examination Board.

Mathematics.—

Elementary and Advanced Algebra.
Plane Geometry, five books.

History.—

Ancient History
Medieval and Modern History.
English History
United States and Civil Government.

Latin.—

Bennett's Grammar.—Inflections; word formation; syntax; sentence-structure with special regard to relative and conditional sentences, indirect discourse and the subjunctive. Translation into idiomatic Latin of sentences of moderate length.

Cæsar's Gallic Wars (Books I-IV), selected from Cæsar (Gallic War and Civil War) and Nepos (Lives). Grammar. Prose composition. Sight reading.

The four orations against Catiline, Archias, The Manilian Law, Marcellus, The Fourteenth Philippic. Prose composition, based on Cicero. Sight reading.

Reading: Books I, II (Aeneid), one book of the Georgics, Eclogues II and IV. The study of prosody as relates to accent, versification in general and the dactylic hexameter. Sight reading. Advanced prose composition.

French.—Grammar. Translation of standard French prose and poetry. English into idiomatic French.

German.—Grammar. Translation of standard German prose and poetry. English into correct German.

Physics.—Study of standard text-book. Instruction by lecture-table demonstration. Individual laboratory work comprising thirty-five exercises.

Chemistry.—Study of standard text-book. Instruction by lecture-table demonstration. Individual laboratory work comprising forty exercises.

Biology.—Study of standard text-book. Instruction by lecture-table demonstration. Individual laboratory work.

Physiography.—Study of standard text-book. Instruction by lecture table demonstration. Laboratory and field work. Laboratory note book signed by instructor must be presented.

Music.—See pages 33 and 34.

ADMISSION TO ADVANCED STANDING

A candidate for admission to advanced standing, either upon the basis of certificates from other colleges or an examination, must fill out the appropriate application blank to be obtained from the Registrar, and file it at least one week before the first day of the September or January entrance examinations. Each candidate must also present at that time: (1) an official statement of her academic record, including entrance credits; (2) letters from at least two of her instructors regarding her scholarship and character; (3) an honorable dismissal from the college which she is leaving and a marked catalogue of that college, plainly showing every requirement for admission and every course of instruction with which she is credited.

Every candidate for admission to advanced standing must show that she has attained proficiency in the equivalent of: (1) the requirements for admission into the Freshman Class; (2) all the prescribed studies already pursued by the class to which she seeks admission; (3) as many elective studies as she would have pursued if she had entered the college at the beginning of the Freshman year.

REQUIREMENTS FOR THE BACCALAUREATE DEGREE IN ARTS

Each candidate for the degree of Bachelor of Arts must make sixty-eight points. A point signifies the satisfactory completion of work requiring attendance at class one hour a week or in the laboratory two hours a week for one year. Studies are either prescribed or elective.

The following courses are prescribed for all candidates for the degree A.B.: English, ten points; Latin, four points; Science, five points; Philosophy, thirteen points; Mathematics, five points; Religion, eight points; History, three points. In addition to the prescribed work, ten points must be made in a major subject. The remaining points to complete the total sixty-eight may be given to free elective.

Amount of work is estimated in hours. When a course is said to be given so many hours a week for the period specified, it is meant that the class work or laboratory work requires that time. Unless otherwise stated, in connection with the laboratory course, two hours of laboratory work are considered as the equivalent of one hour of class work. Electives must be chosen in conference with the Directress. Students are expected to arrange their elective work for the subsequent year before the end of each session. Choices may not be changed without reason, regarded by Directress as sufficient.

Regularity of attendance upon class exercises is taken into consideration in estimating the final grade of a student in any subject for a given year. The number of recitations prior to the date of a student's entering it are reckoned among the total absences for the term. An instructor may demand examination of omitted work, and, if the examination should prove unsatisfactory, require the delinquent student to make up the work within the limited time.

A general examination is given at end of each term. Particular examinations may be given whenever instructor considers it necessary, but are limited to hours set apart

on the schedule. Examinations to remove conditions incurred upon entrance must be taken on the regular examination days for the subject concerned. An examination to remove a condition incurred upon any part of a course must be taken at the time fixed by the instructor in conference with the Directress, otherwise it is regarded as a special examination.

The standing of a student in College is determined by her work in class and the mid-year and final examinations. A student is accounted deficient in any course in which she has not attained 65 per cent. All deficiencies must be made up and an average of 75 be attained in one-half the studies of entire course before candidate will be recommended for degree.

Applicants for particular studies who are indifferent to the degree will be admitted, so far as they may be able to accommodate themselves to the schedules. Unclassified students (hearers) will not receive a diploma of any kind from the College, but are entitled to certificates from the instructors under whom they have studied.

The degree of A. B. is conferred on all graduates of the College. The State Superintendent of Education will issue to any candidate, holding a degree, who has pursued the prescribed course in Pedagogy, a State Certificate, enabling the graduate to teach in the schools of the State without further examination.

COURSES

Freshman	Hours
Religion	1
Scripture	1
English	4
Philosophy	3
Mathematics	5
Latin	4

Junior	Hours
Religion	1
Church History	1
English	3
Philosophy	3
Major Subject	5
Minor Electives	3

Sophomore	Hours
Religion	1
Church History	1
English	3
Science	5
Philosophy	2
Minor Electives	4

Senior	Hours
Religion	1
Church History	1
Philosophy	5
History	3
Major Subject	5
Minor Electives	3

OUTLINE OF STUDIES

PHILOSOPHY

I. Logic.—Three hours weekly.
II. Metaphysics.—Two hours weekly.
III. Psychology. Three hours weekly.
IV. Ethics.—Three hours weekly.
V. History of Philosophy.—Two hours weekly.

(All courses prescribed for candidates for B. A.)

RELIGION

I. Apologetics.—Prescribed for Freshmen. One hour weekly.
II. God and Man.—Prescribed for Sophomores. One hour weekly.
III. Sanctification.—Prescribed for Juniors. One hour weekly.
IV. Religious Law and Sanction.—Prescribed for Seniors. One hour weekly.

CHURCH HISTORY

I. Graeco-Roman Period (29-800). Prescribed for Sophomores. One hour weekly.
II. Medieval Period (800-1453). Prescribed for Juniors. One hour weekly.
III. Modern Period (1453-1900). Prescribed for Seniors. One hour weekly.

SCRIPTURE

Prescribed for Freshmen. One hour weekly.

ENGLISH

I. History of English Language; History of English Literature; Advanced Rhetoric and Composition. Prescribed for Freshmen. Four hours weekly.

II. The Rise and Development of English Drama; Theory and Practice of Descriptive Writing. Open to Sophomores. Three hours weekly.

III. The Development of the Novel; Short Story Writing. Open to Sophomores. Three hours weekly.

IV. Poetics; Versifications. Open to Juniors. Three hours weekly.

V. Journalism: The historical development of journalistic writing; the news story; special feature and magazine writing; editing and writing editorials; proof-reading and "style".

VI. Nineteenth Century Prose and Poetry. Argumentation. Open to Juniors and Seniors. Three hours weekly.

VII. American Literature. Open to Juniors and Seniors. Two hours weekly.

HISTORY

I. General European History. Three hours weekly.

II. English History. Two hours weekly.

III. American, Constitutional and Political History. Three hours weekly.

IV. Principles of Economics. Modern Economic Problems. Two hours weekly.

V. Principles of Sociology. Modern Social Conditions and Problems. Two hours weekly.

LATIN

I. Livy, Books XXI-XXII. Horace, Odes and Epodes. Prose Composition, Sight Reading. Prescribed for Freshmen. Four hours weekly.

II. Cicero Letters. Horace, Satires and Epistles. Prose Composition. Sight Reading. Three hours weekly.

III. Tacitus, Germania and Agricola. Ovid, Selections. Sight Reading. Two hours weekly.

IV. Pliny, Selected Letters. Juvenal Satires. Plautus, Three Plays. Lucretius, Books I and IV. Three hours weekly.

V. Seneca, Moral Essays. Selections from Christian Fathers. Two hours weekly.

VI. Ovid, Fasti. Virgil, Books I to XII. Sight Reading. Two hours weekly.

GREEK

I. Grammar. Xenophon. Anabasis, General Introduction to the study of Greek. Five hours weekly.

II. Homer, Iliad. Prose Composition. Five hours weekly.

III. New Testament. Greek Selections from the Christian Writers. Three hours weekly.

IV. Homer, Odyssey. Plato, Apology and Crito. Prose Composition. Lectures, History of Greek Literature to the Elegy. Three hours weekly.

V. Lysias, Orations VII, IX, XII, XVI, XXIV, and XXXII. Prose Composition. Lectures. The Attic Orations. Three hours weekly.

VI. Euripides, Medea, Alcestes, Hecuba. Prose Composition. Lectures. The Rise and Development of Tragedy. Three hours weekly.

VII. Iambic, elegiac and melic poets. Lectures. The Elegy. Three hours weekly.

VIII. Sophocles, Antigone and Electra, Aristophanes, Selections. Lectures. The Attic Comedy. Three hours weekly.

GERMAN

I. Grammar. Reading and Translation. Five hours weekly.

II. Advanced Grammar. Prose Composition. Reading, Conversation. Three hours weekly.

III. Grammar, Modern and Classical prose and verse. Three hours weekly.

IV. The German drama and novel. Special study of representative dramas and novels. Three hours weekly.

V. General Survey of German Literature. Two hours weekly.

SPANISH

I. Elementary. Grammar and Reading. Translation. Exercises in Pronunciation. Prose Composition. Three hours a week.

II. Advanced Grammar. Prose Composition. Translation Spanish Literature. Three hours a week.

FRENCH

I, Elementary Grammar. Reading, Translation. Four hours weekly.

II. Advanced Grammar. Prose Composition. Translation. Sight Reading. Three hours weekly.

III. Histoire de la Litterature Francaise. Historie de France. Grammar, Composition, Reading. Three hours weekly.

IV. Study of Important Dramas and Novels. Three hours weekly.

V. Study of the Chanson de Geste. Roman Breton. Writers of the Renaissance. One hour weekly.

EDUCATION

I. History and Principles of Education. Two hours weekly.

II. Psychology of Education. Two hours weekly.

III. General and Specific Methods of Teaching. School Management. Two hours weekly.

(Candidates for the certificate of Education are required to do at least twenty hours of observation work, and to have completed all prescribed courses in Philosophy.)

A satisfactory record in a 290 hour course of work in this department entitles the graduate without examination to a State Certificate.

MATHEMATICS

I. Solid Geometry. Prescribed for all candidates for B. A. Three hours weekly.
II. Trigonometry. Prescribed for all candidates for B. A. Two hours weekly.
III. Advanced Algebra. Three hours weekly.
IV. Analytical Geometry. Three hours weekly.
V. Calculus. Three hours weekly.

PHYSICS

I. Elementary Physics. Five hours weekly.
II. Advanced Course in General Physics. Five hours weekly.

CHEMISTRY

I. Advanced Course in Inorganic Chemistry. Five hours weekly.
II. Qualitative Analysis. Three hours weekly.
III. Organic Chemistry. Three hours weekly.

ASTRONOMY

I. General Course. Three hours weekly.

GEOLOGY

I. General Course. Three hours weekly.

MOUNT SAINT AGNES HIGH SCHOOL

Candidates for diplomas must pursue a course extending over four years and including a total of 15 units, of which at least three must be devoted to English and three to some other one subject.

Meaning of unit. A subject, e. g., English, pursued four or five hours a week for a school year of from 36 to 40 weeks, constitutes a unit.

The subjects required with their respective values are: Religion, 2 units; English, 3 units; some other language, 2 units; mathematics, 2 units; social science (including history), 1 unit; natural science, 1 unit. Four units to be elective. They must be selected in such a way, however, as to give another course of 3 units; i. e., one or more units must be advanced work in one of the subjects, other than English, enumerated above. Where Latin is to be pursued in college, at least 2 units of Latin must be taken in the high school.

All Catholic students are required to follow prescribed course in Religion.

REQUIRED AND ELECTIVE UNITS

As stated above, the work required of every high school pupil amounts to fifteen (15) units; of these, eleven (11) are prescribed, the four remaining units are *elective,* and they may be supplied from any of the subjects outlined in the syllabus (see p. 19) or from any of the subjects given in the high school course, *provided:*—

(a) That no additional units may be taken in Religion;

(b) That at least three units shall be taken in some one subject other than English.

Thus, in the following table of suggested arrangements the elective portion of Course I is formed by giving three units to Latin and adding one unit to Mathematics; of Course VII, by giving three units to Latin and adding one unit to Social Science; of Course VIII by adding two units to Latin and one to English and giving one to Greek.

COURSES	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
Religion	2	2	2	2	2	2	2	2	2	2	2
English	3	3	3	3	3	3	3	4	4	3	3
Latin	3	3	3	3	3	3	3	4	4	2	2
Greek	2			3			2	1			
French		2			3					2	
German			2			3					2
Mathematics	3	3	3	2	2	2	2	2	2	2	2
Social Science	1	1	1	1	1	1	2	1	2	3	1
Natural Science	1	1	1	1	1	1	1	1	1	1	3

REQUIREMENTS FOR ADMISSION

Candidates for admission to the High School must have completed the Grammar Course in the Public or Parochial schools, or by examination prove themselves proficient in the studies of such a course.

COURSE OF STUDY IN HIGH SCHOOL

RELIGION

Religious instruction is considered of the first importance in education. The courses in religion are arranged for the different classes so that the student will cover the whole ground of Catholic faith. In addition, a weekly instruction of one-half hour is given along some line of Christian morals.

FIRST YEAR

Present Organization and Status of the Church.

I. The hierarchy: the pope, bishops, priests; religious orders.
II. Division into provinces, dioceses, parishes.
III. Teaching authority exercised by the pope, bishops, councils; meaning of *dogma, definition, creed.*
IV. Government of the Church; the pope and the Roman curia; meaning of *cardinal, delegate, nuncio.* Difference between *doctrine* and *discipline,* Bishop and diocesan synod.
V. Work of sanctification: worship; sacraments (outline only); devotions public and private.

SECOND YEAR

Origin and Development of the Church.

I. Christ founded a Church.
II. His Church is characterized by *Unity, Sanctity, Catholicity, Apostolicity,*
III. Institution of the Papacy; primacy of the Roman See; bishops, priests, deacons and minor clerics in the early Church.
IV. The first Christians; the persecutions; meaning of *confessor, martyr,*

V. Origins of monasticism; outline history of the earliest religious orders.

VI. Expansion of the Church; brief account of the great primitive churches—Antioch, Alexandria, Jerusalem, etc.—and the missions that brought Christianity to different countries; St. Augustine in England; St. Patrick in Ireland; St. Boniface in Germany.

VII. Spread of the Church in the New World; early missions in America—beginnings of Catholicism in United States, Canada Mexico, Central and South America.

VIII. Statistics showing the number and diversity of Catholic institutions throughout the world.

THIRD YEAR.

Exercise of Teaching and Ruling Authority.

I. Infallibility; meaning, necessity, organs.

II. The Apostles' Creed; the Nicene Creed.

III. The Fathers of the Church; the Doctors of the Church; explanation of these titles with sketches of some of the great Fathers and Doctors.

IV. Brief account of some of the oecumenical councils.

V. Meaning of *heresy, schism, excommunication*

VI. Sketches of some early heresies.

VII. The Greek Schism.

VIII. The Protestant Reformation.

IX. The Council of Trent.

X. The Vatican Council.

FOURTH YEAR.

The Work of Sanctification.

I. Meaning of *grace, salvation, redemption, eternal, life, saint.*

II. Institution of the Sacraments.

III. Historical outline (brief) of each Sacrament, with reference to administration, rite, effects.

IV. Liturgical development, centering on the Mass.

V. Communion of Saints; Indulgences; prayers for the dead; purgatory.

VI. The four last things: death, judgment, hell, heaven.

ENGLISH

Literature.—The work of this department has in view a careful Study of the biographies of leading English and American authors; a critical reading of their standard works in order to develop an appreciation of the best literature through an acquaintance with its masterpieces. Special attention is given to the study of the literary epochs represented by the books read.

FIRST YEAR.

First Term:

I. Required Reading:

Wiseman: Fabiola.
Macaulay: Horatius.
Coleridge: The Rime of the Ancient Mariner.

Suggested for supplementary reading:

Scott: The Lady of the Lake.
Arnold: Sohrab and Rustum.
Longfellow: Evangeline.
Adelaide Procter: Selections.
Blackmore: Lorna Doone.

II. Composition and Rhetoric.—Students should write many compositions. While the criticism of the teacher must be concerned with matters of grammar, spelling, punctuation, it should largely be constructive.

The work of the term shall be as follows:

I. Letter writing with attention to substance as well as to form.

II. Short themes, both oral and written, based on the experience of the student and on the literature of the term. Emphasis shall be laid on narration.

III. A review of capitalization and the simple principles of punctuation. Elementary study of the principles of unity and coherence as applied to the whole composition and to sentences in compositions.

III. Grammar.—The analysis of easy sentences and the application of the principles of grammar in composition.

IV. Spelling.—

Second Term:

I. Required Reading:

Scott: Ivanhoe.
Shakespeare: Julius Caesar.

Suggested for supplementary reading:

Goldsmith: The Traveller.
Lincoln: Gettysburg Address and Inaugurals.
Irving: Sketch Book.
Stevenson: Treasure Island.
Lowell: Vision of Sir Launfal.

II. Composition and Rhetoric.—The work of the term shall be as follows:

I. Short compositions, both oral and written, based on the experience of the student and the literature read. Emphasis shall be laid on description. The subjects chosen should be simple in character, and should relate to what the student has seen in real life or in imagination.

II. Elementary study of unity and coherence in the composition and in the sentence. The function of the paragraph.

III. Grammar.—Continuation of the work of the previous half-year.

IV. Spelling.—

SECOND YEAR.

First Term:

I. Required Reading:

Addison and Steele: The Sir Roger de Coverley Papers from the Spectator.

Milton: L'Allegro and Il Penseroso.

Suggested for supplementary reading:

Ryan: Selections from Poems.

Goldsmith: Citizen of the World.

Byron: Prisoner of Chillon.

George Eliot: Silas Marner.

Tynan-Hinkson: Selections from Poems.

II. Composition and Rhetoric.—The work of the terms shall be as follows:

I. Short themes, both oral and written, of various types. Emphasis should be laid on exposition. The subjects chosen should be for the most part concrete, carefully limited, and within the student's experience. Practice should be given in defining terms.

II. Further study of paragraph structure with respect to unity, coherence, and emphasis. The use of the topic sentence Connectives. The method of transition.

III. Grammar.—Study of tenses and moods, their distinction and meaning; consistency in their use in composition.

IV. Spelling.—

Second Term:

I. Required Reading:

Shakespeare: Merchant of Venice.

Gray: Elegy written in a Country Churchyard.

Gaskell: Cranford.

Suggested for supplementary reading:

Patmore: The Angel in the House.

Macaulay: Essay on Warren Hastings.

Dickens: David Copperfield.

Dryden: Alexander's Feast and to the Memory of Mrs. Anne Killigrew.

Keats: La Belle Dame Sans Merci and the Odes to Autumn, to a Nightingale, on the Poets, on a Grecian Urn, and on Melancholy.

II. Composition and Rhetoric.—The work of the terms shall be as follows:

I. Short themes in narration, description and exposition.

II. Elementary argumentation, oral and written, based upon questions familiar to the student. Students should have practice in framing propositions on topics of interest to them, in defining terms, and in differentiating introduction, proof, and conclusion. Emphasis should be laid on the distinction between assertion and proof.

III. Kinds of sentences: Long and short, periodic and loose, balanced, rhetorical question, etc. Variety in sentence.

III. Grammar.—Continuation of the work of the previous half-year with emphasis on connectives and the various functions of phrases and clauses.

IV. Spelling.—

THIRD YEAR.

First Term:

I. Required Reading:

Dickens: A Tale of Two Cities.

Wordsworth: Excursion (Book I) and Ode on Intimations of Immortality.

Suggested for supplementary reading:

Milton: Paradise Lost, Book I.
Shakespeare: A Midsummer Night's Dream.
Sheehan: My New Curate.
Palgrave: Golden Treasury, Book IV.
Bacon: Essays.

II. Composition and Rhetoric.—The work of the term shall be as follows:

I. Short themes of various types.

II. Narration, which shall include anecdotes, historical sketches, biographical sketches, and stories with simple plots.

III. Continued study of exposition and argumentation which shall include the study of various methods of paragraph development and shall be pursued with increasing insistence on unity, coherence, and emphasis in the paragraph.

IV. Study of diction: synonyms and antonyms; specific and general terms; words frequently confused.

III. Grammar.—Study of the various functions of the infinitive and the participle.

IV. Spelling.—

Second Term:

I. Required Reading:

Hawthorne: The House of the Seven Gables.
Tennyson: Lancelot and Elaine.

Suggested for supplementary reading:
Byron: Childe Harold, Canto IV.
Thackeray: Henry Esmond.
Carlyle: Essay on Burns.
Shakespeare: Macbeth.
Newman: The Second Spring.

II. Composition and Rhetoric.—The work of the term shall be as follows:

I. Short themes of various types.

II. Description. The requirements shall show a distinct advantage over those in the first year in variety of subject and the methods of treatment. Description of persons, of landscapes, of buildings, of scenes of action, and descriptions from both fixed and moving points of view are all illustrations of the variety of the problems that may be assigned.

III. Continued work in exposition which will include at least one theme of some length, carefully developed through a preliminary outline, and demanding clear explanation of somewhat complex, though familiar objects of first-hand knowledge.

IV. Continuation of the study of diction, especially in connection with work of description. Further study of the structure of the whole composition and of the methods of paragraph development.

III. Grammar.—A systematic review of the principles of English Grammar.

IV. Spelling.—

FOURTH YEAR.

First Term:

I. Required Reading:
Burke: Speech on Conciliation with America.
Shelley: Adonais.
Washington: Farewell Address.
Suggested for supplementary reading:
Burns: The Cotter's Saturday Night.
Spalding: Religion and Art.
Lamb: Essays of Elia.
Lowell: Essays on the English Poets.
Thomson: Winter.

II. Composition and Rhetoric.—The work of this term shall be as follows:

I. Short themes of various types.

II. Paragraphs illustrative of elements in argumentation, e. g., an appeal to the interests of an audience, the clear statements of a question, various methods of developing proof, summaries of proof, etc.

III. At least one argument of considerable length developed through formal introduction and brief. The work should demand more of the students than did the argumentation of the second year. The topics chosen should deal with such questions of the day as are well within the grasp of students.

IV. A review of the principles of unity, coherence and emphasis in sentences, paragraphs and compositions.

III. Grammar.—The study of grammar continued with the work in literature and composition, with special attention to the simpler idiomatic and elliptical expressions of standard English.

IV. Spelling.—

Second Term:

I. Required Reading:

Shakespeare: Henry V.
Webster: First Bunker Hill Oration.
Milton: Lycidas.

Suggested for supplementary reading:

Poe: Poems.
Shakespeare: Hamlet.
Thompson: The Hound of Heaven.
Lanier: Selections from collected poems.
Stoddard: South Sea Idylls.

II. Composition and Rhetoric.—The work of the term shall be as follows:

I. Themes of various types.

II. A composition of considerable length. The student should have perfect freedom in the choice of literary form and be expected to express herself correctly in clear, idiomatic English. This production should be a thorough test of ability to write.

III. Grammar.—Continuation of the work of the previous half-year.

IV. Spelling.—

LATIN

FIRST YEAR.

I. The matter contained in any text book designed for pupils who are beginning the study of Latin.

II. The making of a vocabulary which will prepare the pupil for reading Caesar.

III. Reading: Nepos, Lives of Miltiades and Hannibal.

SECOND YEAR.

I. Grammar, a review of the first year matter and further work in morphology, i. e., study of the variations from the regular inflections and conjugations learned during the first year.

II. Reading: Caesar's Commentarii, Books, I, II, III, IV.

III. Prose Composition based on Caesar. It should comprise exercises on the idioms found in Caesar, the use of the cases, Oratio Obliqua, the clauses known as Purpose, Consecutive, Temporal, Causal, Conditional, Clauses introduced by 'quin.' and Indirect Questions.

THIRD YEAR.

I. Grammar, a review of the first and second years' matter; syntax complete, i. e., a study of the sub-rules to the general rules already learned.

II. Reading: Cicero, Four Orations against Catiline and the Oration pro Archia.

III. Prose Composition based on Cicero. It should comprise exercises on the idioms found in Cicero, the independent uses of the Subjunctive, Oratio Obliqua, Concessive and Adversative clauses, Substantive Clauses, and connected discourse.

IV. A knowledge of Roman civil and political life to which allusions occur in the text.

FOURTH YEAR.

I. A review of articles in grammar or exercise book treating of idioms and Latin style.

II. General rules of Prosody and practice in "scansion."

III. Reading: Books I, II, Aeneid, one book of the Georgics, Eclogues II, IV.

IV. Prose Composition based on Caesar and Cicero. It should comprise exercises on the matter already seen and on the idiomatic usages of adjectives, adverbs, pronouns and participles.

V. A knowledge of the geography and mythology occurring in the text.

FRENCH

FIRST YEAR.

French sounds; careful drilling in pronunciation; fundamental principles of grammar; drill in verbs; translation of easy French into English and English into French; dictation.

SECOND YEAR.

Grammar continued; study of verbs; essentials of syntax; common idiomatic phrases; reading of standard modern French; oral and written translation of moderately difficult English prose into French; dictation.

THIRD YEAR.

Grammar, including syntax; reading of classical and modern French prose and poetry (some of La Fontaine's fables); written translation of English into French; dictation; conversation on some subject read.

FOURTH YEAR.

Study of syntax; written translation of more difficult English prose into French; translation (prepared and at sight) of French into English; dictation; writing of letters and essays; conversation; study of idioms ("Chardenal's French Exercises for Advanced Pupils" might be used for this purpose); study of the outlines of the history of French literature. The student should have read selections from such authors as La Fontaine, Corneille, Racine, Bossuet, Fénelon, Bourdaloue, Massillon, Mme. de Sévigné, Chateaubriand, Victor Hugo (his poetry), Joseph de Maistre, X. de Maistre, Lamartine (his poetry), Octave Feuillet, Francois Coppée, René Bazin, Henri Bordeaux, etc.

GERMAN

FIRST YEAR.

Elementary Grammar. Pronunciation. Inflection of articles, nouns, adjectives, pronouns, verbs; prepositions; model auxiliaries; word order; memorizing of short stories and sentences; abundant exercises to fix in mind the rules of grammar; text-book with graduated lessons; translation into German, written, orally and constantly. Suitable text-books are for example the Grammars of Spanhoofd, Bacon, Bierwirth, Thomas, Kayser-Monteser, Joynes-Meissner, Ham-Leonard, Wesselhoft and others.

SECOND YEAR.

Continuation of grammar; frequent practise in translating; formation of sentences; passive voice; reflexive and impersonal verbs; conditional sentences; subjunctive, infinitive, idiomatic phrases; fair vocabulary based on reading; conversation; word formation. Reading of from 150 to 200 pages of literature. Recommended: Muller-Wenckebach: "Gluck auf." Grimm: Kinder-und Hausmarchen. Hebel: "Schatzkastlein" (Stern). Schiller: Lied von der Glocke. Easy German Poetry (Uhland, Schiller): "Die Schildbürger." Storm's Novels. German Readers.

THIRD YEAR.

Free composition and translation into German; use of synonyms, cases, verbs, tenses and modes; conversation; discussion in German; word-formation; relation of English to German. Giving paraphrases, abstracts, reproductions and reviews of the matter read. Reading of 300 to 400 pages of prose or poetry; life of important authors studied; classical literature, translated at sight; standard German and dialects. Books: Wesselhoft: "Composition." Freytag, Journalisten; Goethe: Hermann und Dorothea. Schiller: Wilh. Tell; Jungfrau von Orleans; Wildenbruch: Edle Blut. Lessing: Minna. Eichendorff: Taugenichts, etc.

FOURTH YEAR.

Independent themes upon assigned subjects; reference reading. Introduction into Modern History of Literature; lectures conducted in German. Letters. Reading of difficult German Prose, scientific and historical, and poetry, such as: von Droste: Judenbuche, Schiller's Bride of Messina, Mary Stuart; Goethe's Iphigenie, Lessing's Emilia Galotti, F. W. Weber: Dreizehnlinden, Collitz Selections from German Literature; Scheffel: Trompeter, etc.

HISTORY

The required work in History aims to familiarize the pupils with the biographies of noted personages; to enable them to understand at least, the general causes leading up to important events and to study in these, indications of progress or decay. Special attention is given to social, constitutional and economic questions.

Study of standard text-books, comparison of different authorities, historical research and discussion of current events required in all classes.

FIRST YEAR.

I. The Roman Empire at the time of Christ; political, social and religious conditions.
II. Origin and Spread of Christianity; the persecutions; Constantine.
III. Migrations of the Northern Peoples; fall of the Western Empire.
IV. The Saracen conquests; Mohammedanism.
V. The Carolingian Era.
VI. Feudalism.
VII. The Papacy and the Empire; Gregory VII, Innocent III.
VIII. Formation and development of the principal States: France; England; Spain.
IX. The Crusades.
X. The thirteenth century; commerce; guilds; cathedrals; religious military orders; medieval schools; universities; the art of printing.
XI. Rise of Austria; the Hapsburgs.
XII. The Hundred Years War.

SECOND YEAR.

I. A brief outline of the history of the Oriental Peoples: Egyptians, Babylonians, Assyrians, Phoenicians, Medes, Persians.
II. Greece: the land and the people; the Prehistoric Age.
III. The first period of Greek history (to ab. 500 B. C.), Sparta, her constitution, educational system, social organization. Athens: government, laws and society at Athens.

IV. The Flourishing Period of Greek history (ab. 500-338). The Persian Wars, Marathon, Thermopylae, Salamis. Athens at the height of her power. The Age of Pericles. The Peloponnesian War. The Retreat of the Ten Thousand.

V. Period 338-146. Macedonia, Philip II, Demosthenes and the Philippics. Alexander the Great and his conquests. Greece becomes a Roman province.

VI. An outline of Greek religion, festivals, games, literature, art and philosophy.

VII. Rome, the founding of the city and the period of the kings.

VIII. The Patricians, the Plebeians; the Twelve Tables of Laws.

IX. Rome and Carthage; Hannibal and Scipio.

X. Sulla and Marius. Spartacus. The First Triumvirate. Julius Caesar.

XI. The Second Triumvirate; Aetium; Augustus and the Empire.

XII. An outline of Roman life, worship and literature.

THIRD YEAR.

I. The period of geographical discoveries; the revival of classical learning; the invention of the printing press.

II. The general causes of the Reformation. The Reformation in Germany; Martin Luther.

III. England under Henry VIII and Queen Elizabeth. Mary Queen of Scots.

IV. The Council of Trent. The Wars of Religion. Henry IV in France.

V. The Thirty Years War and the Peace of Westphalia. The reign of Louis XIV and the ascendancy of France.

VI. The Stuarts in England and their relations with the Parliament. Cromwell and the Protectorate.

VII. Accession of the dynasty of Hanover and its results. The rise of Prussia; Peter the Great and the rise of Russia.

VIII. Frederick the Great and Maria Teresa. France and England in America, and India in the eighteenth century. The Partition of Poland.

IX. The French Revolution: its causes; its progress; its results. Napoleon and Europe. The Congress of Vienna.

X. The Crimean War. Napoleon III and his relations with Mexico, Italy and Germany.

XI. England under Queen Victoria. European possessions in Africa. Relations between Russia and Japan.

FOURTH YEAR.

I. The Conquest of Britain by the Romans.

II. The invasion of the Angles and Saxons; the conversion of the English.

III. The Heptarchy; the invasion of the Danes; Alfred the Great.

IV. William the Conqueror and the invasion of the Normans. Henry II and Ireland. Thomas Beckett.

V. The Conquest of Wales by England. The Hundred Years War. The War of the Roses and its results.

VI. Henry VIII and the change of religion in England. Mary Tudor and the Catholic restoration. Elizabeth and the definite establishment of Protestantism.

VII. The Stuarts and their conflict with the Parliament. Ireland under the Stuarts and Cromwell.

VIII. The accession of George I; the ministry of Sir Robert Walpole.

IX. England and France in the colonies; the treaty of Paris (1763) and its results for England and America. England and her American colonies till the recognition of the independence of the United States.

X. William Pitt and the Napoleonic Wars. Catholic Emancipation; Daniel O'Connell.

XI. England and the Crimean War. England in South Africa. Ireland and Home Rule.

MATHEMATICS

FIRST YEAR.

Algebra.

Fundamental Operations;
Factoring;
H. C. F. and L. C. M.;
Fractions;
Linear Equations and Problems;
Simultaneous Linear Equations and problems.

SECOND YEAR.

Algebra: (first twelve weeks)

Involution and Evolution;
Theory of Exponents;
Radicals;
Quadratics and Problems.

Plane Geometry: (remainder of year)

Books I to III, inclusive.
(Theorems and Originals.)

THIRD YEAR.

Algebra: (first half year)

Simultaneous Quadratics;
Graphical Representation;
Progressions;
Binomial Theorem.

Plane Geometry: (second half year)

Books IV and V.
(Theorems and Originals.)

FOURTH YEAR.

Advanced Algebra:

Logarithms;

Imaginaries;

Theory of Equations.

Solid Geometry: (all)

Plane Trigonometry: (all)

CHEMISTRY

The course in Inorganic Chemistry aims to familiarize the student with the principal elements and their chief compounds; their physical and chemical characteristics; methods of preparation; the fundamental laws governing chemical changes.

The course includes:

Individual laboratory work, comprising at least forty exercises.

Instruction by lecture-table demonstration, to be used mainly as a basis for questioning upon the principles involved in the pupil's laboratory investigations.

The study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

Laboratory notebook, containing drawings, records of experiments and numerical data required of the student.

PHYSICS

The course of instruction in physics includes:

(a) Individual laboratory work comprising thirty-five exercises, distributed as follows: mechanics, 13; sound, 3; heat, 5; light, 6; electricity, 8.

(b) Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning the general principles of physics and their applications.

(c) The study of at least one standard text-book to the end that the student may gain a comprehensive and connected view of the more important facts and laws of elementary physics.

Laboratory notebook containing drawings, records of experiments and numerical data required of the student.

DOMESTIC SCIENCE LABORATORY

This department of home training has always been a most important feature of the school. The student is educated to preside in the home intelligently, and in a practical manner. The subjects taught are sewing; home economics; dietetics; home sanitation; cookery for the delicate and sick; the duties of the hostess. Each student is required to keep her wardrobe in order. A special period of time is set apart for mending and darning.

ELOCUTION

Once a week the students are drilled in gesture and vocal expression. Attention is given (1) to smooth, properly phrased and correctly emphasized reading; (2) to grace of gesture and ease of manner; (3) to analyze and interpret selections.

PHYSICAL TRAINING

Folk Dance; Technique, Classical and National; Technique, National and Aesthetic.

Croquet grounds, basket-ball and tennis courts invite to healthful physical activities. Daily outdoor exercise is required.

THE SCHOOL OF ART

FIRST YEAR

Drawing in outline from geometric solids.

Drawing from objects and flat studies, in pencil, charcoal and India ink perspective—theory and applied.

SECOND YEAR

Drawing in outline, still-life group from objects.

Drawing in outline, natural foliage from life.

Drawing from objects shaded in charcoal.

Drawing in outline, details of human figure from casts. Linear perspective—theory and applied.

Water Color.—Still-life group from objects. Fruits, flowers from nature.

Charcoal.—Head from cast.

THIRD YEAR

Pastelles.—Still-life group from objects, in black and white. Landscape from commended examples or from nature, fruit and flowers in colored pastelles. Aerial perspective.

FOURTH YEAR

Portrait head from life, shaded in charcoal.

Figure from life, shaded in charcoal. Still-life groups from objects, in oil.

Fruits and flowers from nature,—in oil.

China Painting.

MUSIC

PIANOFORTE—All students in this department are required to take the course in Musical Theory, comprising the subjects of dictation and melody writing, harmony and counterpoint, music form and analysis, music history and acoustics.

GRADE I.

Gurlitt, Technic and Melody, Book I; Stephen Heller, 25 studies, Op. 45; Czerny, Op. 509, Graded; Carl Loeschhorn, Op. 65 (the simpler numbers); Selected Standard Pieces.

GRADE II.

Technic and Studies: C. Gurlitt, Technic and Melody, Book II, Op. 187; F. Lecouppey, Op. 17 (the alphabet); Stephen Heller, Op. 25; Czerny, Op. 139; Mason, Touch and Technic, Book I; Standard Pieces; Sight reading.

GRADE III.

Technic and Studies: C. Gurlitt. Technic and Melody, Book III; H. Behrens, School of Velocity, Op. 61; C. Czerny, Preparatory Studies, Op. 636; S. Heller, Op. 47 (the simpler numbers); F. Lecouppey, L'agilite, Op. 20; Rhythms, Op. 22; A. Loeschhorn, Op. 65, Book III (as review); H. Bertini, Op. 29, 32; C. Gurlitt, Trill Studies, Op. 142; Mason, Touch and Technic; Standard Pieces; Sight reading.

GRADE IV.

Technic and Studies: S. Heller, 25 studies for developing sense of musical rhythm, Op. 47; C. Gurlitt, Op. 91 (daily studies); J. B. Cramer, 30 Etudes (Bulow), Op. 32; MacDowell, Etudes for Style, Op. 39; C. Czerny, Op. 740; I. Moscheles, short preludes, Op. 73; P. E. Bach, Solfeggietto, C. Minor; 65 Sonatas (Bulow) Standard Pieces; Sight reading.

GRADE V.

Czerny's Octave Studies; T. Kullak, Octave Studies; I. Moscheles, 24 studies, Op. 70, Op. 51; C. Reinecke, Op. 121; S. Heller's Art of Phrasing; Standard Pieces. In this and in the preceding grades careful selection of octave studies will lead to simpler works than are mentioned here, as individual cases may require.

GRADE VI.

Studies: J. L. Nicodi, Op. 12, Concert studies; M. Moszkowski, Op. 42; F. Chopin, Preludes and Studies; S. Heller, Op. 127, Studies on themes from Weber's opera; A. Henselt, Op. 2, 12, Concert Studies, Op. 5, 12, Concert Studies; I. Moscheles, Op. 95, 12, Characteristic Studies; Graded Studies (VI); H. Seeling, Op. 10 (10 Concert Studies); Standard Pieces.

ORGAN—Pupils beginning the study of the organ should have completed third grade of the piano course and should continue piano throughout the course.

GRADE I.

Stainer, Organ Primer; Rink, Organ School, parts I, II; Merkel, Organ School; Bach, Easy Preludes and Fugues; Buck, Studies in Pedal Phrasing, Book I; Volckmar, Three Adagios, Op. 256; Easy Pieces by Smart, Guilmant, Hollins, Lemare and others.

GRADE II.

Bach, Little G Minor Fugue (Book IV, No. 7, Peter's edition), Prelude and Fugue in E Minor (Book III, No. 10), Prelude and Fugue in C Major (Book II, No. 1), Toccata and Fugue, D Minor (Book IV, No. 4), Prelude and Fugue in D Major (Book IV, No. 3); Buck, Studies in Pedal Phrasing, Books I, II; Handel, Concerto No. 5; Mendelssohn, Sonata No. 2, in C Minor; Rheinberger, Sonata No. 4, in A Minor; Guilmant, Sonata No. 4, in D Minor; Merkel, Sonata No. 4, in F Minor, Concert Adagio, Op. 35; Pastorale, Op. 103; Pieces by Guilmant, Dubois, Hollins, Lemare, Wolstenholme and others.

GRADE III.

Bach: Trio Sonatas No. 1, 2; St. Ann's Fugue; Prelude and Fugue in C Minor (Book II, No. 6); Prelude and Fugue in D Minor (Book II, No. 10); Prelude and Fugue in A Minor (Book II, No. 8); Toccata in F. Major; Fantasie and Fugue in G Minor (Book II, No. 4); Rheinberger, Sonata Pastorale; Mendelssohn, Sonata No. 1, in F Minor, Sonata No. 4, in B Flat Major; Merkel, Sonata No. 2, G Minor; Guilmant, Sonata No. 1, in D Minor; Sonata No. 5, in C Minor; Handel, Concerto No. 6; Thiele, Chromatic Fantasie; Hesse, Introduction, Theme and Variations in A; Smaller pieces by French, English and American composers. Exercises in modulation, transposition and improvisation. Organ accompaniment and elementary principles of organ construction.

Practice in sight reading of vocal score (4 staves) in G and F clefs.

VIOLIN

GRADE I.

Etudes: De Beriot's School to the end of the first position, Mazas Petit Methode; Herman, F., first part (30 special studies) from Op. 24, with second violin accompaniment.

Technics: All scales in first position in all bowings (from memory).

Pieces: Wilhelm-Brown, 12 Christmas Carols; Pappini, Book I of 24 Lecons Melodiques elementaires.

Ensemble: Pleyel Duets; 6 duets, Op. 8; 25 pieces in the first position arranged by George Lehman, Schirmer, Ed.

GRADE II.

Etudes: De Beriot's School up to and including the third position. Dont J., Progressive exercises, Op. 38, with second violin accompaniment.

Technics: All scales up to and including third position in all legato and staccato bowings (from memory); also scales in detached octaves and harmonics, to induce well rounded position of left hand.

Ensemble: Mozart sonatas for violin and piano, Nos. I, IV. Duets. Jansa, Books I. II, III.

GRADE III.

Etudes: De Beriot's School up to and including fifth position: Kreutzer, first ten exercises; Sevcik, Op. 8 and 9; Casorti, bowing exercises.

Technics: All scales up to and including fifth position in thirds, up to and including third position in sixths, up to and including fifth position; bound octaves, four to a bow, up to and including third position—the same in harmonics.

Solos: Bach concertos in A Minor, double concertos for two violins.

Ensemble: Mozart sonatas; Handel sonatas; Hadyn sonatas.

GRADE IV.

Etudes: Spohr's School entire; Kreutzer, the first 20 etudes.

Technics: Scales up to and including seventh position. Hair scale for fluency, the first three pages.

Solos: Bach concerto E Major; sonatas for violin alone, Preludium E Major, Gavotte E Major; Mozart concerto in E Flat; Viotti No. 22; Rode No. 8.

Ensemble: Beethoven Sonatas Nos. 1, 2, 3, 4, 5.

GRADE V.

Etudes: Kreutzer—all; Dont, Gradus, ad Parnassum; Fiorilla, Etudes; Rode Etudes.

Technics: Halir Scale Studies; Wilhelm Studies in Thirds.

Solos: Bach sonatas for violin alone (selected); Saint Sæns; Rondo Capriciosa; Wieniawski, Second concerto, first movement; Mendelssohn, first and second movements from concerto.

Ensemble: Beethoven sonatas; Grieg sonatas; Schumann sonatas.

The pupil must also complete piano course of first and second grades.

VOICE—All students of the voice course are required to pass an examination in pianoforte playing to the extent of the third grade.

FIRST YEAR.

Correct principles of singing: relaxation, breathing and tone placing. The teacher will find it easy and practical to construct a number of simple exercises: parts of scales, scales and arpeggios. More elaborate exercises can be selected from vocal methods like Garcia's, Joseph Smith's (Voice and Song) and others. F. Seiber, Op. 92-97, for corresponding voices; Concone, Op. 9, and similar studies.

Songs. Songs should be selected mainly from folk-songs and the classical repertoire, and should be sung in English.

SECOND YEAR.

Technic: The technical work of the second year is the logical continuation of the first year's work. Ease of production, quality of tone, range and power are developed, bad habits are overcome and correct ones are acquired.

Vocalizes: To the material given in the first year should be added, Salvatore Marchesi, Op. 15, twenty elementary and progressive vocalizes; Concone, Op. 10, twenty-five lessons.

THIRD YEAR.

Technic: With normal development the voices will differentiate more and more, and greater discrimination than in the preceding years will be found necessary in selecting exercises and songs for high, medium and low voices.

Vocalizes: Bordogni, 24 Easy Vocalizes; Panofka, Op. 81, Book II; Concone, Op. 17.

ELEMENTARY SCHOOL

PROGRAM OF STUDIES

FIRST GRADE

Oral Catechism, Bible Stories, Arithmetic, Spelling, Reading, Language, Writing, Nature Study.

SECOND GRADE

Oral Catechism, Bible Stories, Arithmetic, Spelling, Reading, Language, Writing, Nature Study.

THIRD GRADE

Catechism, Bible Stories, Arithmetic, Spelling, Reading, Language, Writing, Home Geography, Oral History, Nature Study.

FOURTH GRADE

Catechism, Bible Stories, Arithmetic, Spelling, Reading, Language, Writing, Geography, Oral History, Nature Study.

FIFTH GRADE

Catechism, Bible History, Arithmetic, Spelling, Reading, Language, Penmanship, United States History, Geography, Nature Study.

SIXTH GRADE

Advanced Catechism, Bible History, Arithmetic, Etymology, Reading, Language, Penmanship, United States History, Geography, Physiology, Nature Study.

SEVENTH GRADE

Advanced Catechism, Bible History, Arithmetic, Algebra, Etymology, Reading, Grammar, Composition, Penmanship, Geography, United States History, Physiology, Civil Government, Nature Study, Domestic Science.

EIGHTH GRADE

Advanced Catechism, Church History, Arithmetic, Algebra, Etymology, Reading, Grammar, Composition, Penmanship, Geography, United States History, Physiology, Civil Government, Nature Study. Domestic Science.

N. B.—Exercises in physical training, drawing, letter writing, singing, and sewing are begun in the First Grade and continued throughout the course.

DAY PUPILS

The faculty of Mount Saint Agnes College consider themselves bound to promise, as far as possible, the advancement of all students. All efforts will fail unless the parents or guardians of the pupils co-operate with the authorities in securing a compliance with the following important regulations:

(1) Punctual and regular attendance.

(2) Careful preparation, at home, of all assigned tasks.

(3) Interest in reports, statements concerning progress or unsatisfactory work of student.

(4) Attendance at lectures, excursions provided for instruction, especially upon topics connected with a branch of study which the student is pursuing.

(5) No letters, packages, papers, magazines to be carried to or from resident students.

The same arrangements for class exercises, laboratory work, gymnasium exercises and music practice, enjoyed by the boarders, will be accorded to non-resident pupils.

FOUNDING OF SCHOLARSHIPS

Realizing the difficulties incident to conducting an educational institution without endowment or appropriation, the Faculty must depend on the hearty co-operation of all who are interested in a far-reaching work—the Catholic education of the present and future generation of young women. The necessity of founding scholarships is particularly urged. Every year many applications are presented on behalf of young girls who have exhibited unusual ability and industry, and who desire and would make profitable use of a college or high school course, but whose resources are inadequate. The College gladly renders assistance, but can only do so as means are placed at its command for this purpose. Five thousand dollars will establish a scholarship, entitling its recipient to tuition and residence, other amounts given for this purpose will be classed as "partial scholarships" and will be applied to the school

expenses of the student to whom such partial scholarship may be assigned. The names of the scholarships may be given by the founders.

Yearly Scholarships may be founded by the annual payment of the following amount:

Tuition Scholarships	$100.00
Board Scholarships	215.00
Full Scholarships, (Tuition and Board)	315.00

The Katie Padian Scholarship, founded by Miss Katie Padian, Maryland.

The Mercy Scholarship, founded by the Sisters of Mercy, open to graduates of St. Gregory's School, Baltimore, Maryland.

The Mercy Scholarship, founded by the Sisters of Mercy, open to the graduates of St. Peter's School, Baltimore, Maryland.

The Mercy Scholarship, founded by the Sisters of Mercy open to the graduates of Catholic High Schools.

Founded Prizes:

1. The Reverend Doctor Thomas Prize will be awarded to the student who is a candidate for B. A.—for proficiency in English.

2. The Bertha Katherine Cummings Memorial Prize will be awarded to student of College for highest average in Religion, Church History and Scripture.

3. The Reverend Edwin Dolan Prize will be awarded to student of High School for highest class average.

4. The Julie Guillermoz Prize will be awarded to the student who has attended Mount St. Agnes College four years and has manifested marked attention to observance of rule.

5. The Agnes Flannery Memorial Prize will be awarded to the student of High School who has attained highest average in Religion.

6. In the Preparatory Department of Music a gold medal has been given in perpetuity by Miss E. Sinclair, in memory of her niece, Nellie Sinclair Merrill.

REGULATIONS

Parents are urged to unite with us in having their daughters prompt at every school session, from the opening day to the close. Should requests for absence be sent, kindly write to the Directress one week in advance. It is requested that dress-making, shopping, dentistry, etc., be attended to at home and during the Christmas and Easter holidays, that the students' attention need not be diverted from their work. Expensive jewelry should not be brought to the institution—the school assumes no responsibility in case of loss of same. Damage to books or property will be repaired at expense of the delinquent.

Special suggestions for complete wardrobe will be sent on application.

The wishes of the parents with regard to visits and correspondence of their daughters will be strictly carried out. Parents will kindly see that no calls are made during class or study hours. The visiting day is Sunday. Letters sent to pupils are subject to the inspection of the Directress. The students are obliged to write to parents or guardians once a week.

Non-Catholic pupils will be received and their religious convictions respected, but for the maintenance of order and discipline all resident students will be obliged to conform externally to the religious exercises of the institution.

Reliable social and business references are required.

Express and freight for the students should be addressed to Mount Washington Station, Baltimore County, Md., and all charges prepaid. Telegrams and mail should be addressed to Mount Saint Agnes College, Mount Washington, Md. The College telephone is Tuxedo 747. The College can be reached by the Electric Park cars of the United Railways and Electric Company, which pass at a short distance from the main entrance, or by the local trains of the Northern Central Railway Company, which pass the grounds.

TERMS

The charge for resident students is $315 per year. This includes:

Board	Library
Tuition	Gymnasium
Lectures in school	Drawing in class
Use of books	Choral
Stationery for school use	Folk Dance
Laundry	

EXTRAS

Music, per year	$50.00
Art, per year	50.00
Laboratory fee (College), per year	10.00
Laboratory fee (High School), per year	5.00
Embroidery, per year	50.00
Late Examinations	1.00
Private Tutor.	
Medical attendance at physician's charges.	
Special nursing during prolonged illness, per week	5.00
Board during Christmas and Easter Vacation, per week	7.00

DAY STUDENTS

COLLEGE

Tuition, per year	$100.00
Laboratory fee, per year	10.00
Library, per year	2.00
Domestic Science fee, per year	5.00
Use of books, per year	5.00
Degree	10.00
Gymnasium, Folk Dance, per year	5.00

HIGH SCHOOL

Tuition, per year	$70.00
Laboratory fee, per year	5.00
Library fee, per year	2.00
Domestic science, per year	5.00
Use of books, per year	5.00
Graduation fee	5.00
Gymnasium, Folk Dance, per year	5.00

ELEMENTARY SCHOOL

Tuition, Grammar grades, per year	$50.00
Tuition, Primary grades, per year	40.00
Use of books, Grammar grades, per year	5.00
Use of books for Primary grades—to be purchased.	
Dinner for day students	.25

Parents will please note the following conditions: It is understood that agreements are made for the session, payable in advance. Pupils will be charged from date of entrance to close of the session. No deduction in the bills will be made for premature withdrawal or absence, except in the case of serious illness.

ELLIOTT, N. PHILA.

Sport went hand in hand with Science
Tennyson

Pine Hollow

THE COLLEGE

Entrance to College

Entrance to College and Mt. Washington Ave.

The flowery meads in May

Library

Northeastern View of College

View from Mt. Washington R. R. Station

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